

6-Trait Assessment for Beginning Writers (Page 1 of 2)

1 – Experimenting	2 – Emerging	3 – Developing	4 – Capable	5 – Experienced
Ideas <input type="checkbox"/> Uses scribbles for writing <input type="checkbox"/> Dictates labels or a story <input type="checkbox"/> Shapes that look like letters <input type="checkbox"/> Line forms that imitate text <input type="checkbox"/> Writes letters randomly	Ideas <input type="checkbox"/> Some recognizable words present <input type="checkbox"/> Label pictures <input type="checkbox"/> Uses drawings that show detail <input type="checkbox"/> Pictures are supported by some words	Ideas <input type="checkbox"/> Attempts a story or to make a point <input type="checkbox"/> Illustration supports the writing <input type="checkbox"/> Meaning of the general idea is recognizable/understandable <input type="checkbox"/> Some ideas clear but some are still fuzzy	Ideas <input type="checkbox"/> Writing tells a story or makes a point <input type="checkbox"/> Illustration (if present) enhances the writing <input type="checkbox"/> Idea is generally on topic <input type="checkbox"/> Details are present but not developed (lists)	Ideas <input type="checkbox"/> Presents a fresh/original idea <input type="checkbox"/> Topic is narrowed and focused <input type="checkbox"/> Develops one clear, main idea <input type="checkbox"/> Uses interesting, important details for support <input type="checkbox"/> Writer understands topic well
Organization <input type="checkbox"/> Ability to order or group not yet present <input type="checkbox"/> No sense of beginning or end <input type="checkbox"/> Connections between idea are confusing	Organization <input type="checkbox"/> No title (if requested) <input type="checkbox"/> Experiments with beginnings <input type="checkbox"/> Begins to group like words/pictures <input type="checkbox"/> Transitions or evidence of sequencing are haphazard	Organization <input type="checkbox"/> A title is present (if requested) <input type="checkbox"/> Limited transitions present <input type="checkbox"/> Beginning but no ending except “The End” <input type="checkbox"/> Attempts at sequencing and transitions	Organization <input type="checkbox"/> An appropriate title is present (if requested) <input type="checkbox"/> Attempts transitions from sentence to sentence <input type="checkbox"/> Beginning works well and attempts an ending <input type="checkbox"/> Logical sequencing <input type="checkbox"/> Key ideas begin to surface	Organization <input type="checkbox"/> An original title is present (if requested) <input type="checkbox"/> Transitions connect main ideas <input type="checkbox"/> The opening attracts <input type="checkbox"/> An effective ending is tried <input type="checkbox"/> Easy to follow <input type="checkbox"/> Important ideas stand out
Voice <input type="checkbox"/> Communicates feelings with size, color, shape, line in drawing or letter imitation <input type="checkbox"/> Work is similar to everyone else’s <input type="checkbox"/> Unclear response to task <input type="checkbox"/> Awareness of audience not present	Voice <input type="checkbox"/> Hints of voice present in words and phrases <input type="checkbox"/> Looks different from most others <input type="checkbox"/> Energy/mood is present <input type="checkbox"/> Treatment of topic predictable <input type="checkbox"/> Audience is fuzzy – could be anybody, anywhere	Voice <input type="checkbox"/> Expresses some predictable feelings <input type="checkbox"/> Moments of individual sparkle, but then hides <input type="checkbox"/> Repetition of familiar ideas reduces energy <input type="checkbox"/> Awareness that the writing will be read by someone else <input type="checkbox"/> Reader has limited connection to writer	Voice <input type="checkbox"/> Writing is individual and expressive <input type="checkbox"/> Individual perspective becomes evident <input type="checkbox"/> Personal treatment of a standard topic <input type="checkbox"/> Writes to convey a story or idea to the reader <input type="checkbox"/> Attempts non-standard point of view	Voice <input type="checkbox"/> Uses text to elicit a variety of emotions <input type="checkbox"/> Takes some risks to say more than what is expected <input type="checkbox"/> Point of view is evident <input type="checkbox"/> Writes with a clear sense of audience <input type="checkbox"/> Cares deeply about the topic

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6-Trait Assessment for Beginning Writers (Page 2 of 2)

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Word Choice ___ Writes letters in strings ___ Imitates word patterns ___ Pictures stand for words and phrases ___ Copies environmental print Sentence Fluency ___ Mimics letters and words across the page ___ Words stand along ___ Patterns for sentences not in evidence ___ Sentence sense not yet present Conventions ___ Writes letter strings (pre-phonetic: dmRxzz) ___ Attempts to create standard letters ___ Attempts spacing of words, letters, symbols or pictures ___ Attempts to write left or right ___ Attempts to write top/down ___ Punctuation, capitalization, etc. no making sense, yet ___ Student interpretation needed to understand text/pictures	Word Choice ___ Recognizable words ___ Environmental words used correctly ___ Attempts at phrases ___ Functional language Sentence Fluency ___ Strings words together into phrases ___ Attempts simple sentences ___ Short, repetitive sentence patterns ___ Dialogue present but not understandable Conventions ___ Attempts semi-phonetic spelling (MTR, UM, etc.) ___ Uses mixed upper and lower case letters ___ Uses spaces between letters and words ___ Consistently writes left to right ___ Consistently makes effective use of top to bottom spacing ___ Random punctuation ___ Nonstandard grammar is common	Word Choice ___ General or ordinary words ___ Attempts new words but they don't always fit ___ Big words used only to impress reader ___ Relies on slang, clichés, or repetition Sentence Fluency ___ Uses simple sentences ___ Sentences tend to begin the same ___ Experiments with other sentence patterns ___ Reader may have to reread to follow the meaning ___ Dialogue present but needs interpretation Conventions ___ Uses phonetic spelling (MOSTR,HUMN,KLOSD, etc.) on personal words ___ Spelling of high frequency words still spotty ___ Uses capitals at the beginning of sentences ___ Usually uses end punctuation correctly (.!?) ___ Experiments with other punctuation ___ Long paper may be written as one paragraph ___ Attempts standard grammar	Word Choices ___ Uses favorite words correctly ___ Experiments with new and different words with some success ___ Tries to choose words for specificity ___ Attempts to use descriptive words to create images Sentence Fluency ___ Simple and compound sentences present and effective ___ Attempts complex sentences ___ Not all sentences begin the same ___ Sections of writing have rhythm and flow Conventions ___ Transitional spelling on less frequent words (MONSTUR HUMUN, CLOSED, etc.) ___ Spelling of high frequency words usually correct ___ Capitals at the beginning of sentences and variable use on proper nouns ___ End punctuation is correct (.!?) and other punctuation is attempted (such as commas) ___ Paragraphing variable but present ___ Noun/pronoun agreement, verb tenses, subject/verb agreement	Word Choices ___ Everyday words used well ___ Precise, accurate, fresh, original words ___ Creates vivid images in a natural way ___ Avoids repetition, clichés or vague language ___ Attempts at figurative language Sentence Fluency ___ Consistently uses sentence variety ___ Sentence structure is correct and creative ___ Variety of sentence beginnings ___ Natural rhythm, cadence and flow ___ Sentences have texture which clarify the important idea Conventions ___ High frequency words are spelled correctly and very close on other words ___ Capitals used for obvious proper nouns as well as sentence beginnings ___ Basic punctuation is used correctly and/or creatively ___ Indents consistently to show paragraphs ___ Show control over standard grammar

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